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ABSTRACT

In the spring of 1988, the Dean of the College of Education and Human Services at Central Missouri State University (CMSU) appointed a committee to focus on the assessment of teacher education. Since then the Teacher Education Assessment Committee (TEAC) has funtioned as a dynamic operation collaborating with all colleges on the CMSU campus. This paper reports on the first of year of activity by the TEAC--the goals of the Committee, its actions, and the way it functions. The TEAC is implementing a blueprint for program improvement and increased student learning which focuses on five academic points: (1) pre-admission; (2) mid-point; (3) entry into a major college; (4) post-major; and (5) post-graduation assessment. It is generally understood that the assessment program will include, in addition to academic programs, the university services and residential life, and that there will be surveys of student attitudes. Included in the appendices are some products generated by the TEAC. (JD)

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ED303466

TEACHER EDUCATION FOR FUTURE GENERATIONS: A DYNAMIC PROCESS OF ASSESSMENT AND EVALUATION

by

TEACHER EDUCATION ASSESSMENT COMMITTEE

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February 21, 1989

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Presented at the Association of Teacher Educators National Convention in St. Louis, MO.

SP030923

The current emphasis on the assessment of learning outcomes is not new, but it is one that has gained great momentum in the 1980's. Politicians and state boards of education demand accountability as more and more demands are placed upon the public treasury; parents and students want to know what they are getting for their investments of time and money; and educators know only too well that the charges that college graduates cannot write and do not know "basic" information are more than mere rhetoric. Educators have long claimed that investing in higher education was money well spent. The public accepted these claims for many years but now it wants at least some tangible evidence that these claims are being met. The task of accountability is especially difficult because both the percentage and number of high school graduates enrolling in colleges has increased as has the number of non-traditional students. The demand to assess learning outcomes is, in part, an acknowledgement that learning is more than the facts a student absorbs during one semester. The traditional means to judge a university - the percent of Doctorates on the faculty, their publications and professional leadership roles, and the number of volumes in its library and the size of its budget - remain important, but these inputs are hardly measures of learning outcomes.

Leaders in the current emphasis on assessing learning outcomes have been institutions as diverse as Alverno College, Milwaukee; the University of Tennessee, Knoxville; and Northeast Missouri State University, Kirksville. If they constitute the first wave, Central Missouri State University is perhaps a part of the next wave. We became involved, in part, because reports for the state on academic programs

were to include feed back from recent graduates, but departments could provide little more than anecdotal materials. As a result, in 1985 our University Curriculum Committee urged the Provost to establish a university-wide assessment committee.

That year also marked the inauguration of President Ed Elliott and the arrival of Provost David McFarland. They strongly believed that such an important undertaking should have the endorsement of the Faculty Senate. Thus begins the Ad-hoc Committee on Evaluations and Testing which will gather information and make recommendations regarding a comprehensive assessment program for the university. After more than a year of study, the Ad-hoc Committee has proposed, and the Faculty Senate has passed, a resolution calling for CMSU to implement "a blueprint for program improvement and increased student learning" which focuses on five academic points: pre-admission; mid-point; entry into a major or college; post-major; and post graduation assessment. It is generally understood that the assessment program will include in addition to academic programs, university services and residential life, and that there will be surveys of student attitudes.

This brings us to the commission of the Teacher Education Assessment Committee. In the spring of 1988 the new Dean of the College of Education and Human Services, Joe Huber, directed that an assessment committee focusing specifically on teacher education be formed. In response to the State of Missouri's Excellence in Education Act of 1985 (EEA), the Department of Elementary and Secondary Education (DESE) designated that there would be specific follow-up requirements of teacher education programs and that the state would pay school districts

to report new hires for first and second year teachers to graduating institutions which would then provide for follow up from the University end and provide service to schools. See Appendix A. This program is to be coordinated through the Certification Office of CMSU. CMSU initiated a contact with each district to send information about first and second year teachers. As of January 29, 1989, DESE has not sent formal written instructions to all local superintendents instructing them how to comply with legislation. The information has been given verbally at various meetings such as the Missouri Universities Association of Teacher Educators, Missouri Association of Colleges of Teacher Education, and the Missouri State Teacher Association. The results of the follow-up service of the EEA of 1985 is one of the reasons for the creation of the Teacher Education Assessment Committee (TEAC). Program and learner assessments will be gleaned from the Beginning Teacher Assessment program. The Dean of the College of Education and Human Services developed the charge with this in mind.

The charge for this committee is the following: The Teacher Education Assessment Committee (TEAC) of the Teacher Education Council shall conduct and publish results of periodic assessments of CMSU Teacher Education programs by soliciting input from a) CMSU teacher education faculty, b) pre-service teacher education candidates, c) in-service teachers and other graduates of our teacher education programs, and d) employers of educators prepared at CMSU. Specifically,

1. TEAC shall keep the teacher education unit Professional Education Faculty (PEF) through the Teacher Education Council

(TEC) (see Appendix B) abreast of emerging evaluation techniques and engage in regular and systematic evaluations, including follow-up studies, to determine the success and quality of graduates in the professional education roles for which they were prepared (Criterion for Compliance #33, p. 42 of NCATE Standards).

2. TEAC shall compile and disseminate results of evaluation efforts, inculding follow-up studies of graduates for use by the unit to modify and improve programs (Criterion #34, p. 42 of NCATE Standards).

The purpose of the first TEAC meeting, held on April 13, 1988, was to introduce the members and initiate an organizational plan. The members were representatives from each of the four colleges at the University and each member was also part of the Professional Education Faculty. Several meetings were held throughout the spring and summer of 1988. These meetings included members of the Teacher Education Assessment Committee and two individuals from the computer research center at the University. The primary emphasis of the meetings was to discuss the elements that should be included in a computer data base for the assessment of students in the teacher education program. The final data base elements were agreed upon in August, 1988. A copy of the data base elements is included in Appendix C.

By the beginning of the Fall Semester the committee was deeply involved in finding ways to collect information concerning students and graduates from various sources from around the campus. There are many pitfalls in a task of this magnitude. The following section addresses these problems.

Institutions have all the data you could want, but no one is concerned with the data except for their own special needs. Thus, there is no centralized, easily accessible data core. Therefore, you may have three or four different entities, Alumni office, Placement office, Educational unit, Advisor department, chairs, deans, Assessment committees, etc. who use this data for a variety of different reasons such as program reviews and advisememt, funding allocations, grant writing, and program justifications. However, there is no continuity of format for data collection and no integrated system for retrieving this information. This disparity of use seems to cause a lack of communication among the various data collectors. This means that data is compiled by people who are not part of the total picture. Data is then presented for specialized and narrow purposes because the request for information has been given in a very specific charge by a third party.

As an example of the way counts and numerical representations of programs are kept, we have nineteen major/minor code designations for special education. These nineteen codes represent six real degree programs, two at graduate level and four at undergraduate level. The extraneous numbers are generated as a result of minor changes within specified programs for certification. Every time a single new case presents itself a new code number is added.

Another pitfall is in the area of governance. TEAC is a committee created by the Dean of one of the four colleges but has charges that extend into the arenas of other deans. These other colleges have limited insight into teacher education and just teach courses that lead to certification. TEAC is a committee that reports to the Teacher

Education Council which is made up of members of the Professional Educational Faculty but neither the TEC nor the PEF have any decision making powers. Looking at the TEAC from another direction, the University has various levels of assessment committees. This is referred to in the introduction of the paper. As a more precise description, the University hierarchy on assessment is as follows.

The Faculty Senate Assessment Committee overseas and financially supports assessment University-wide across all colleges and centers. Different departments are doing assessment on their own areas using funds provided by grants from the Faculty Assessment Committee. These assessments have no coordination amongst each other. Each department who is awarded a grant will report to the Assessment Committee. At that time the information should be available to all departments on campus. However, not all departments applied for an assessment grant. Only seven grants are actively in progress for Spring semester, 1989.

In the College of Education and Human Services there is another level of assessment. The Department of Curriculum and Instruction has several committees working on assessing individual learner outcomes and doing program studies by surveying recent graduates and employers of the graduates. However, C&I only works with elementary students, other departments across campus in all other colleges have responsibility for follow-up on secondary graduates.

Even though the Dean of College of Education and Human Services created TEAC, we have the responsibility of assessing teacher education programs across all colleges. TEAC has had no contact with other deans in developing the charge or in aid of data collection. TEAC is to

reports to the Professional Education Faculty via the Teacher Education Council, but this is simply an informational process.

This crisscrossing of governance has added to the difficulty of information gathering. It also may inhibit the dissemination of information and recommendations at a later date.

Another pitfall for the start-up of TEAC is the lack of budget and personnel. Since TEAC is not under the direct authority of a single governing unit, the source of funding has been difficult to pinpoint. TEAC has needs for clerical help, office space, data processing, equipment, access to the main frame computer and release time for at least one member of the committee to coordinate data collection and manipulation. There are not even any funds readily available to send a member of the committee to other institutions and conferences so that we do not have to reinvent the wheel of assessment.

A final pitfall with which TEAC must deal is the skepticism entrenched in other areas regarding assessment. The superficial understanding of assessment by colleagues has lead to a feeling of uselessness when assessment is discussed. They feel that assessment and accountability are simply buzz words for creating more paperwork without any real changes in the system. Overcoming this skepticism and clearly define assessment terms in believable behavioral terms is a challenge still to be met by TEAC. TEAC is trying to develop a system of organization that is different from the previous systems, but one that will be clear, concise, and easily accessible to colleagues across the campus. We are trying to get people to think along similar lines such as the following:

-Similarity of definitions and goals.

-The good of institution rather than barriers that are built to protect "turf"

-Universal access to information rather than isolated chunks of information.

Even if TEAC is a super assessment committee, it can not make the changes, it may become simply a statistics gathering group rather than a proactive group.

There has been some progress made over the last several months. We have learned many things. For instance we know that quality teacher education programs are always assessing and evaluating their process and especially their products. As an example, the Department of Curriculum and Instruction has developed a matrix of learner outcomes for all classes taught. We also have collected information about specific education students from the last four years and there has been a campus wide effort to redesign the secondary education program. See Appendix D for examples of this information.

Another success for TEAC is the development of a computer access program and the transfer of initial data gleaned from various computer tapes housed in the Office of Institutional Research and Testing Services. Our new data file will be updated on a yearly basis by that office. TEAC is able to use the data for creating various reports, tallies and summaries along with graphics for clarity of understanding. See Appendix E for a sample of the types of variables available to us.

On a committee level, we have had success in obtaining the services of a secretary on a part-time basis along with the purchase of a dummy

terminal through which we will be able to have access to the computer data mentioned above.

Our biggest success to date is the acceptance of this paper at a national meeting after only three months of existence. We feel that the success of this committee to function so well in such a short period of time is due to the collaborative nature of the faculty and department chairs involved in the formation of TEAC and the administrative support of the University.

Because of the positive nature of this committee, it is our intent to continue our successes both within the institution and at a national level. In order to do this, we have designed a platform of both short and long term goals which will guide the direction of the committee.

The goals for TEAC for two years include generating a greater visibility on our own campus to faculty and students. With this visibility, group across campus will have a better awareness of our responsibilities and the need for their constant individual input to the committee. Hence, TEAC will be a dynamic committee rather than a reflection driven by a select few.

A second goal is for TEAC to generate new data bases from survey responses to question yet to be asked to students within all phases of the program and to those students who have left the program through dropping out of school or transfer or graduation. Additionally, survey responses will be gleaned from employers, school district officials, state department representatives, business and industry representatives and community members.

A third goal is to find a way to create a continuing route towards fiscal solvency for the committee. Currently we have no budget and operate "on a shoestring." Because we are in this precarious position, it is very easy for this committee to dissolve if the information we generate offends someone or because of personnel shifts. It is our concern that the current flush of enthusiasm for assessment will go the way of previous enthusiasms, and the special funds that now pay assessment bills will be assigned to other "hot topics" at the University level. We hope that assessment will be adopted as part of the philosophical web of University infrastructure, but until that happens, we must find ways to support our work on a continuing basis.

A fourth goal is to provide specific information to individual departments and ultimately, to individual professors, for use in advisement and counseling of students. We plan to provide demographic trends of teacher education classes at both the elementary and secondary levels. Many of these classes do not have the EDCI (Education and Curriculum and Instruction) identification attached to the course numbers.

A fifth goal is to provide information for a refined and informed recruitment process. We plan to be able to let the recruitment representatives know which courses are most accessible to freshmen entering education. We plan to be able to survey high school students within our immediate service area as to their interest in education.

Our sixth and final goal for the next two years is to help teacher education prepare for the next DESE and NCATE assessments in 1991 and subsequent DESE, NCATE, and North Central assessment. An initial step

in this assessment process is to submit each individual program to the Learned Societies for review (see Appendix F). We plan to collect the learner outcome matrices from the individual programs and will share, when asked, the objectives used by each. We will be a centralized conduit of assessment information. Through the use of surveys and questionnaires to students, we plan to be able to disseminate information about program satisfaction and relevance to individual departments so that they can use this information for program revisions yearly. We do NOT intend to be the watch dog of teacher education. We do NOT plan to make program recommendations. We simply hope to be able to collect and disseminate relevant data on a frequent and timely basis.

We are realistic enough to know that our cause goes beyond a two year time-frame and that teacher education is an integral part of society. Therefore, in order to meet the needs of the society in the future, teacher education programs need to be aware of demographic trends, values, and the desires of the society they service. TEAC has been able to initiate a computer tally of program trends at CMSU concerning the last four years. From this information will come recommendations for data collection and information to departments concerning specific program data regarding faculty needs and enrollment trends.

TEAC is even more aware now than at the start of the committee that teacher education is not static but dynamic, and needs to have on-going design information. This information will have the benefit of data compiled from the department matrices, admission statistics, enrollment

statistics, full admission into program statistics and graduate surveys being conducted by TEAC or being collected and collated by TEAC.

For the future, TEAC is well aware of the approaching twenty-first century and the demands that will be placed upon educational entities at all levels. With this in mind, the teacher of the twenty-first century must be aware of the emerging realities in a global perspective. Teacher education programs will have to examine their own philosophies so that they parallel, if not direct, students' future perspectives. Students will need to exhibit many of the following attributes in order to accommodate their world. They will need to cooperate rather than compete, develop responsibility and caring rather than materialism and profit gains. A one-world globalness will have to replace nationalistic attitudes. There is a need to be rational and pragmatic within an optimistic context for the future of humanity's survival in an ecologically sound environment. Students and faculty alike will need to believe in their ideas that reflect active, practical attitudes. Life needs to have a purpose. Those that are involved need to understand what that purpose is so that they can articulate it both verbally and in written form (ASCD, 1982).

APPENDIX A

FIRST REGULAR SESSION

[TRULY AGREED TO AND FINALLY PASSED]

CONFERENCE COMMITTEE SUBSTITUTE #2 FOR

SENATE COMMITTEE SUBSTITUTE FOR

HOUSE COMMITTEE SUBSTITUTE FOR

HOUSE BILL NO. 463

83RD GENERAL ASSEMBLY

AN ACT

To repeal section 162.211. RSMo 1978. and section 160.051. 163.031. 163.161. 169.055. 178.693 RSMo Supplement 1984. and section 137.073 as enacted by Senate Committee Substitute for Senate Bill No. 234 of the first regular session of the eighty-third general assembly, and to enact in lieu thereof thirty-seven new sections for the purpose of reforming and enhancing the education provided by the public schools of this state, with effective dates for certain provisions and an emergency clause for certain sections.

Be it enacted by the General Assembly of the State of Missouri, as follows:

Section 1. Section 162.211. RSMo 1978. and sections 163.031. 163.161. 169.055. and 178.693. RSMo Supplement 1984. are repealed and thirty-five new sections enacted in lieu thereof. to be known as sections 2. 3. 4. 5. 6. 7. 8. 9. 10. 162.211. 163.031. 163.161. 163.171. 163.181. 168.400. 168.405. 168.410. 168.415. 168.500. 168.505. 168.510. 168.515. 168.520. 168.550. 168.555. 168.560. 168.565. 168.570. 168.575. 168.580. 168.585. 168.590. 168.595. 169.055. and 178.693 to read as follows:

Section 2. Whereas a general diffusion of knowledge and intelligence is essential to the preservation of the

APPENDIX B

1.12 Teacher or Professional Education Governance Policies and Procedures*

Governing Unit

The professional education unit "officially responsible for the preparation of students who seek state certification as teachers or other professional education personnel"[1] is the College of Education and Human Services.

* It is not the general practice to list the governance structure of individual units in the Faculty Guide. However, teacher education impacts upon each of academic units, and faculty throughout the campus are affected by the teacher education governance structure. Thus, the materials are included herein.

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[1]NCATE Redesign (1985), p. 28.

August, 1988

Responsible Person

The "officially designated professional educator within the professional education unit . . . responsible for the management of operations and resources[1] is the Dean of the College of Education and Human Services.

University Professional Education Faculty (PEF)

Members of a "Professional Education Faculty" are identified among all academic divisions of the university. These persons are qualified for membership by an appropriate combination of educational background, experience, scholarly activity, interest in professional education, and teaching of education classes; they are expected to be "closely and continuously involved with the professional world of practice in elementary and secondary schools."[2]

Members of the PEF may be nominated by their department chairs or may volunteer for membership. Their qualifications will be screened by the College of Education and Human Services.

The PEF is a university-wide advisory body for the College of Education and Human Services in all matters relating to professional education. Membership in the PEF is required for all persons who serve on the Teacher Education Council.

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[1]NCATE Redesign (1985), p. 28.

[2]Ibid, p. 27.

August, 1988

Teacher Education Council

The Teacher Education Council (TEC) functions to study, review, and recommend policy, programs, and curricular matters relating to teacher education; to act as an advisory committee and review board for matters relating to student programs in teacher education; to act as an advisory committee and review board for matters relating to teacher certification; and to advise the University's official representative for teacher education. The Council reports to the College of Education and Human Services through its dean.

Members of the TEC are named from the Professional Education Faculty by the Senate Committee on Committees, using the following formula:

2 from the College of Education and Human Services
1 from each of the other colleges
2 at large
2 students selected by the TEC (one elementary major, one secondary)
Dean of College of Education and Human Services

The chair of the TEC is elected each year by the members. The university's certification officer meets with the TEC in an advisory capacity.

Procedures

The Teacher Education Council is empowered to act on professional education matters by action of the faculty of the College of Education and Human Services.

Proposals relating to professional education policy, procedures, and curriculum are approved by department and college committees of each of the four colleges (or by appropriate committee of other university divisions) and sent to the TEC through the office of the Dean of the College of Education and Human Services. (The dean takes no action other than recording and prompt transmittal.)

After TEC action, the original of each document is appropriately endorsed by the chair and is returned to the Office of the Dean of Education and Human Services to be sent back to its office of origin for the next step in the approval procedure.

Matters relating to student admission into teacher education or student teaching (requests for approval or appeals, for example) may be brought directly to the TEC by the university's certification officer.

The provost may, of course, request that education-related matters originating at the University level be reviewed by the TEC. Examples include state and internal program reviews.

Appeals

If a department, college, faculty member, or student appeals action on a proposal reviewed by the TEC, the College of Education and Human Services considers the appeal. Appeals of the action of the College go to the Provost for appropriate university review.

August, 1988

Central Missouri State University
Art Department Warrensburg, MO 64093
816-429-4481

MEMO

TO: DR. JOHN ZELAZEK

FROM: DR. JERRY MILLER - PRESIDENT P.E.F.

DATE: MARCH 1, 1988

RE: MAKE-UP OF TEACHER EDUCATION ASSESSMENT COMMITTEE

All appointments to the Teacher Education Assessment Committee for the present time have been made. They are as follows:

Dr. John Zelazek - Chair
Dr. Robert Ohrenberg - Representing AS&T
Dr. Sharon Lamson - Representing EHS
Dr. Jim Sylwester - Representing AS
Dr. Larry Jones - Representing BE

These individuals have been notified and informed that you will be calling the first meeting

EQUAL EDUCATION AND EMPLOYMENT OPPORTUNITY

TEACHER EDUCATION ASSESSMENT COMMITTEE

I. Function

A. Global Charge

The Teacher Education Assessment Committee (TEA) of the Teacher Education Council shall conduct and publish results of periodic assessments of CMSU Teacher Education programs by soliciting input from: a) CMSU teacher education faculty, b) pre-service teacher education candidates, c) in-service teachers and other graduates of our teacher education programs, and d) employers of educators prepared at CMSU.

B. Specific Charges

1. TEA shall keep the teacher education unit (Professional Education Faculty (PEF) through the Teacher Education Council (TEC)) abreast of emerging evaluation techniques and engage in regular and systematic evaluations, including follow-up studies, to determine the success and quality of graduates in the professional education roles for which they were prepared (Criterion for Compliance #33, P. 42 of NCATE Standards).

2. TEA shall compile and disseminate results of evaluation efforts, including follow-up studies of graduates for use by the unit to modify and improve programs (Criterion #34, p. 42 of NCATE Standards).

II. Procedures

A. Composition (Minimum of 5 members)

1. At least one member from each academic college, plus a chair.

2. TEA may recommend that additional members be added by the TEC.

B. Selection

1. Faculty members shall be appointed by the chair of the TEC, in consultation with the Dean of Education and Human Services, from the PEF pool.

2. Chair shall be designated by the TEC chair in consultation with the Dean of Education and Human Services.

C. Term of Service

1. The four college members will serve staggered terms of two years and may succeed themselves once.

2. The chair will serve at the discretion of the TEC.

D. Frequency and Dissemination of Reports.

1. Assessment shall take place at least once every two years.

2. Results of assessment surveys shall be reported to the TEC and the Dean of Education and Human Services.

4/4/88

APPENDIX C

Education Majors Assessment Project:
Database Element Layout and Definitions

Database Elements:

SSNO: Student ID Number (social security)
NAME
HSPCTL: High School Percentile Rank
(NRA = No Rank Available
GED = General Education Development certificate)
ACT: ACT Composite Score
TRANSFER: Transfer Status
(1 = Transfer
2 = Not a Transfer
3 = Transfer -- Graduate
4 = Not a Transfer -- Graduate)
MJRCODE1: Most Recent Major Code (first) Delcared
MJRCODE2: Most Recent Major Code (second) Delcared
MNRCODE: Most Recent Minor Code Delcared
DGRCODE: Most Recent Degree Code Delcared
RANK: Current (or Final) CMSU Class Rank
(1 = Freshman
2 = Sophomore
3 = Junior
4 = Senior
5 = Masters
6 = Education Specialist
7 = Post Baccalaureate -- Undergraduate
8 = No Degree -- Graduate)
FRSTTERM: Year/Semester entered CMSU -- Beginning 84/1
(1 = Summer Semester
2 = Fall Semester
4 = Spring Semester)
LASTTERM: Year/Semester last enrolled at CMSU -- Through 88/1
PROBCODE: Current (or Final) Probation/Suspension Status
(01 = Not on Probation
02 = Placed on Academic Probation
03 = Continued on Academic Probation
04 = Suspended for Academic Reasons
05 = Dismissed for Academic Reasons
06 = Removed from Academic Probation
07 = Continued (Previously Suspended) -- Needs 2.00
08 = Admitted or Re-Admitted on Probation
(Previously Suspended) -- Needs 2.00
09 = Graduate Ineligible
UGRADGPA: Current (or Final) Undergraduate Cumulative GPA
UGRADHRS: Current Undergraduate Cumulative Hours Earned
GRADGPA: Current (or Final) Graduate Cumulative GPA
GRADHRS: Current Graduate Cumulative Hours Earned
DEGRYR1: Year/Semester First CMSU Degree Received
DGCODRN1: Degree Code for First CMSU Degree Received
MJRCODE3: Major Code (first) for First CMSU Degree Received
MJRCODE4: Major Code (second) for First CMSU Degree Received
DEGRYR2: Year/Semester Second CMSU Degree Received

DGCODRN2: Degree Code for Second CMSU Degree Received
MJRCODE5: Major Code for Second CMSU Degree Received
DEGRYR3: Year/Semester Third CMSU Degree Received
DGCODRN3: Degree Code for Third CMSU Degree Received
MJRCODE6: Major Code for Third CMSU Degree Received
CAT: California Achievement Test (To be Added)
NELSON: Nelson-Denny Test (To be Added)
CBASE: College Basic Academic Subject Examination (To be Added)

Database Creation/Update Procedures Used:

1. Original Database Includes Students Enrolled 84/1 through 88/1:
   Selected on Degree Codes (BSE, BME, MSE, EdS)
   Selected also on class lists for the following courses:
   C&I 1150, 2100
   EDCI (EDTE in 1984) 4495, 4496, 4595, 4596
   EDSP 4395, 4396

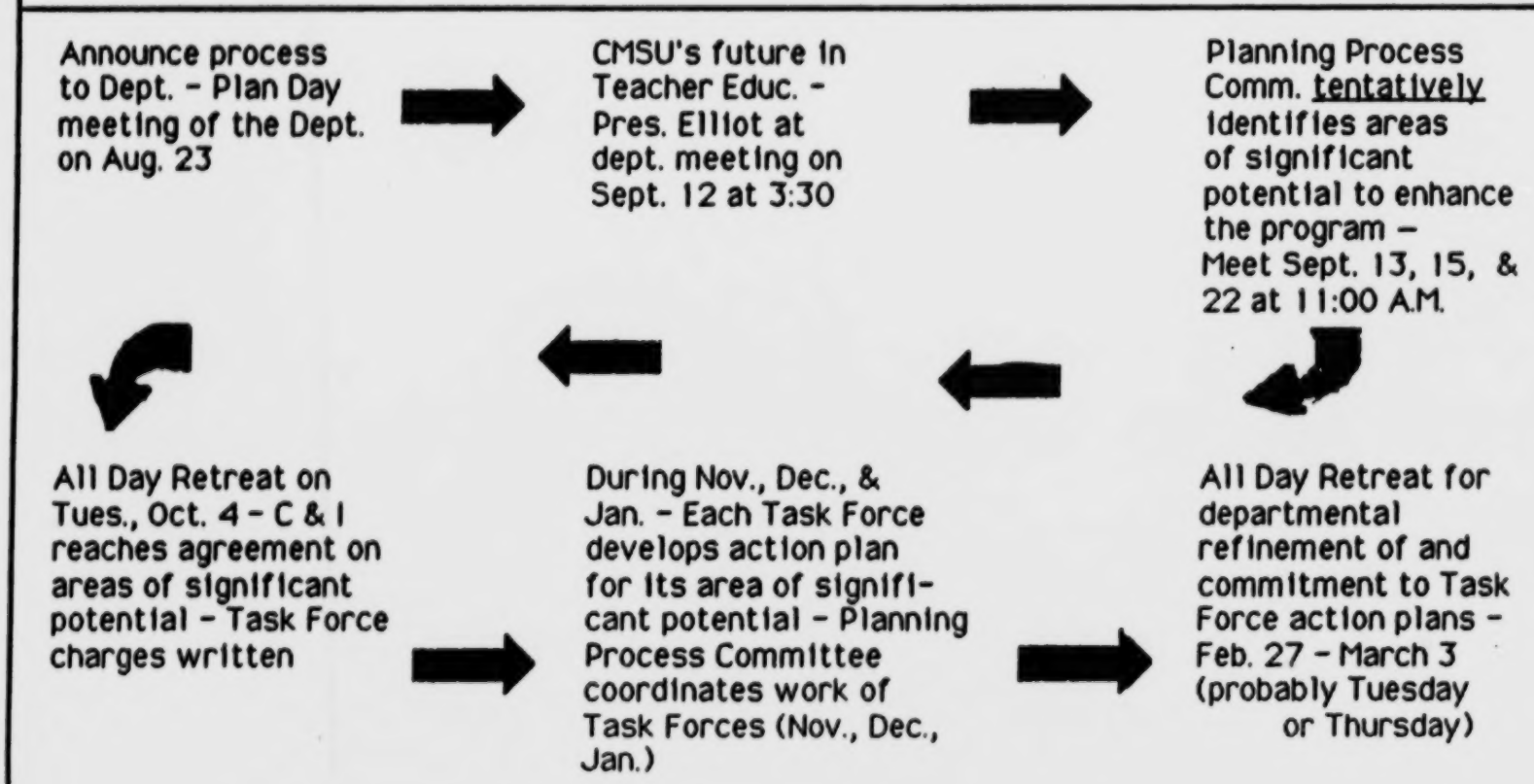
2. Update Database at end of each Spring Semester

APPENDIX D

TEACHER EDUCATION PLANNING PROCESS

PROPOSED FOR THE DEPARTMENT OF CURRICULUM AND INSTRUCTION
1988-89

PURPOSES:
1. How do we prepare a significantly better teacher?
2. Where should our teacher education program be in five years?
3. How do we develop a premier program and gain recognition for the program?


Announce process to Dept. - Plan Day meeting of the Dept. on Aug. 23
CMSU's future in Teacher Educ. - Pres. Elliot at dept. meeting on Sept. 12 at 3:30
Planning Process Comm. tentatively identifies areas of significant potential to enhance the program – Meet Sept. 13, 15, & 22 at 11:00 A.M.
All Day Retreat for departmental refinement of and commitment to Task Force action plans - Feb. 27 - March 3 (probably Tuesday or Thursday)
During Nov., Dec., & Jan. - Each Task Force develops action plan for its area of signifi-cant potential - Planning Process Committee coordinates work of Task Forces (Nov., Dec., Jan.)
All Day Retreat on Tues., Oct. 4 - C & I reaches agreement on areas of significant potential - Task Force charges written

GOALS and OBJECTIVES
ELEMENTARY EDUCATION
Department of Curriculum and Instruction

I. **Self-Understanding**

1. a sense of self-confidence

Analyze self-image by completing a personal self-assessment survey listing perceived strengths and weaknesses EDCI 1150

Writing an 'analysis of self' EDCI 1150

Prepare wet mounts and use the microscope to examine and interpret observationsSCED 1120

Manipulate measuring devices such as manometers, graduates, etc. SCED 1120

Fell more comfortable about science SCED 1120 4120

Define creativity and explain how children and teachers benefit from encouraging creativity in the classroom EDCI 2850

Construct and manipulate simple laboratory devices SCED 4120

Sense of self confidence should develop as students work on objectives EDCI 4230

Demonstrate operations of a microcomputer EDCI 4310

Present an awareness speech to a public group EDSP 3150

Plan appropriate experiences to meet the children's special needs as exhibited in the presentation of a planned experience HEc 1221

Provide information regarding current scientific research and theory relating to human development HEc 1220

Students may gain self-confidence by understanding & participating in a wide variety of activities which are vital to a sound elementary physical education program PE 3420

Assume the role of teacher STUDENT TEACHING

2. a sense of pride in personal grooming

Observe professional at work with the handicapped EDSP 3150

3. a sense of responsibility for practicing good health habits

Provide an opportunity for students to receive certification from the American Red Cross in CPR and First Aid Techniques HE 4330

Familiarize the student with the varied health aspects of the basic elem school health services HE 3310

Provide awareness of the importance of recent trends and research studies in health education HE 3310

Provide better understanding of the personnel, facilities, and procedures in the different areas of the elem school health program HE 3310

Provide appreciation of the relationship of the elem health program to the overall school program HE 3310

Familiarize students with materials in health teaching HE 3310

Provide better understanding of the elementary child and the disease process HE 3310

Apply principles of nutrition to daily food choices HEc 2310

4. develop facility in decision-making skills

Identify different methods of evaluation that will be used to measure different domains and instructional objectives EDCI 4300

Develop a four year course program EDCI 1150

Identify skills in information - processing, decision - making, communication and valuing to be developed through social studies instruction EDCI 3420

Demonstrate a knowledge of the motives for entering teaching EDCI 2100

Develop classroom observational skills EDCI 2150

Gain realistic experience in working/interacting with children in an actual classroom setting EDCI 2150

Goals/Objectives Matrix .elem

COURSE	GOALS 1 self confidence	2.00 personal groom	3.00 health habits	4.00 decision making	5.00 human devlpmt	6.00 teach/learn pr	7.00 human relat'ns
Art 3910 Art Elem.				1	1	3	1
EDAD 4130 Jr.Hi/Mid.Sch.					1	1	
EDCI 1150 Intro.Prof Ed.	2			1			1
EDCI 2100 Found. Educ.				1	3	1	4
EDCI 2110 Multicultural							1
EDCI 2150 Intro. Field Exp.				4	1	2	
EDCI 2500 Sec. Field Exp.I				4	1	2	
EDCI 2850 Creative Exp.	1				1	2	
EDCI 3150 Inter. Field Exp.							1
EDCI 3210 Meth.Beg. Rdg.							
EDCI 3220 Lang. Arts						1	
EDCI 3410 Child. Lit							
EDCI 3420 Tchg. Soc. Stu.				1			
EDCI 4150 Sum. Seminar							
EDCI 4200 Inter. Rdg.				1		1	
EDCI 4210 Rdg. Sec. School							
EDCI 4220 Anal Corr. Rdg.							
EDCI 4230 Rdg. Content Fld	1			3	3	5	1
EDCI 4300 Ed.Meas./Eval.				1	2	1	
EDCI 4310 Microcomputer	1				1		1
EDCI 4400 Tchg. Strat. El.				1			
EDCI 4830 Early Child. Ed.							1
EDCI 4850 Phy. Soc. World							
EDSP 2100 Except. Child							
EDSP 3150 Com. Fam. Reso.	1	1		1	1	1	2
EDSP 4370 Screen/Diag				3	2	1	
HEc 1220 Child Dvlpmt	1			1	1	4	1
HEc 1221 Practicum Child	1			4	2	3	2
HEc 2310 Nutrition/Health			1		1		
HEd 3310 Health Ed.			6		1	1	
HEd 4330 1st Aid CPR			1		2		
Math 1811 Math I							
Math 1812 Math II							
MUS 3301 Mus Elem.					1	1	1
PE 2410 Movemnt Skill					1	1	
PE 3420 Phy. Educ. Elem	1				1	1	1

Central Missouri State University
College of Education and Human Services
Program Review Summary
January 1989

Name of Program: Secondary Education Program
Department of Curriculum and Instruction

Program Description

The Department of Curriculum and Instruction offers the undergraduate secondary education program, the Master of Science in Education program in secondary education, and the Education Specialist program in secondary education. The Department also offers undergraduate and/or graduate programs in elementary education and adult education.

The secondary programs, undergraduate and graduate, have been historically a central part of the Central Missouri State University mission. These programs prepare preservice students to begin teaching careers at the junior high school and senior high school levels and enable practicing secondary teachers to enhance their teaching compentencies.

The programs involve positive collaboration between the Department of Curriculum and Instruction and numerous departments in the College of Applied Science and Technology, the College of Arts and Science, and in the College of Business and Economics. Secondary teachers must have strong professional preparation, strong subject matter preparation, and a strong general studies experience.

Opportunities for Improvement/Program Vulnerabilities

The increased enrollments of recent years provide the major opportunities for the programs. These increased enrollments will enable budgetary resources to flow again in the direction of teacher education. These budgetary resources should facilitate increased faculty and student research on instructional and curricular issues, the preparation of a teacher who is able to "teach more students more" by using the latest technologies and research on classroom teaching, the ongoing professional renewal of faculty, and time to teach our students as we would have them teach their students.

If not managed properly by the University, these same increases could conceivably lead to program vulnerabilities. Undergraduates in secondary education regularly experience professional education classes with thirty, forty, or more students, a situation which makes it difficult to teach as you would have them teach. Graduate advisement involving collaboration with another department is time consuming, but rewarding. Faculty do not receive load credit for their graduate advisement. Additional faculty, lecture and tenured track, and graduate assistants could be used to improve quality.

The increased enrollments in secondary education provide the University with a significant opportunity at the graduate level. The surge of secondary education graduates in the last five years are now looking for a place to do their graduate work. Secondary teachers historically have found it difficult to locate a university which would offer advanced study in their academic disciplines, as well as in professional studies, at times when they could attend. They will enroll in Central Missouri State University's graduate programs if we offer both advanced professional education and advanced subject matter studies at times and locations where they can attend. We could become THE campus for masters degree study by secondary teachers.

Competitive Standing

The programs were reviewed in 1981-82 by the National Council for the Accreditation of Teacher Education and were fully accredited. Graduates are competitive in the job market. Graduates must demonstrate a 2.5 or better GPA in their education courses, their subject matter area, and overall, the highest such standard at this time on the campus. Students must receive a score of 18 or better on the ACT, also the highest such standard at this time on the campus. Beginning in the fall of 1988, students must successfully pass Missouri's new C-BASE test before being provisionally admitted to teacher education. A formal follow-up study of elementary education graduates in 1987-88 indicated first-year teachers were performing very successfully. The Department will conduct a formal follow-up study of secondary education undergraduates in the spring of 1989 and a graduate program follow-up study in 1989-90. The Department has been awarded an internal assessment grant which will be used to develop better cohesion among its many assessment activities.

Classroom facilities are adequate. Additional classroom equipment (particularly subject area software and computers) could enable the faculty to mroe fully model the instructional procedures being recommended for use in the public schools. Office design (faculty offices with 48 square feet of space versus the University's recommended 120 square feet), office equipment (computers, laser printer, and copying machine), and office communications systems (no faculty telephones) hamper severely faculty efforts.

Student Enrollment Experience

Undergraduate secondary education enrollments are increasing dramatically. The number of graduates has increased 31 percent since 1985-86. The number of graduates is projected to increase even more during the next two years because sophomore-level provisional admissions have increased 83 percent since 1985-86.

In the graduate programs there has been a 46 percent increase in number of students enrolled since 1985-86 and a 101 percent increase since 1984-85 in the MSE. The fairly level number of graduates raises concern about the availability of appropriate subject matter courses for this degree. The Education Specialist program for secondary education has had a rather level enrollment for the last five years. It has the potential for considerable growth.

Sponsored Research Activities

The Department is responding to the University's new emphasis on research. The Department received funding for one of the University's mini-grants in 1987-88. This grant has produced a regionally refereed presentation, a nationally refereed presentation, and one national publication to date. In the fall of 1988, Department faculty received two of the University's mini-grants. Another proposal is being submitted in the spring. The Department is actively participating in a research consortium entitled Teacher Education Excellence in Missouri (TEEM) with the University of Missouri, Northwest Missouri State University and three private colleges. The Department's presentations at national and international conferences have increased significantly. In addition, faculty have submitted two major grants this fall, one to Apple Corporation and one to the National Science Foundation. This level of activity is especially commendable given the large class sizes, the extensive undergraduate and graduate advisement with no load credit, and the extensive time required to remain visible and active both in the University community and in the public school community.

Current Instructional Teaching Capacity and Teaching Loads

Department faculty generated an average of 564.41 credit hours in 1987-88. This figure is particularly impressive when it is noted that most of the hours were upper-level undergraduate or graduate. Every faculty member has a sizable graduate advisement load. The Department's responsibility for so many programs creates a significant committee load within the Department. Faculty also have major responsibilities related to the Teacher Education Council, the Professional Education Faculty, the College of Education and Human Services Faculty Assembly, and the University's faculty governance structure. All of these responsibilities are essential to an effective teacher education program. Faculty are required to be very visible and, so to speak, "on call" in the public school community, a requirement which demands many unnoticed hours of service. Additional faculty are needed to reduce the size of undergraduate classes, provide faculty release time for the coordination of the Department's extensive graduate offerings, bring faculty loads to the NCATE standards, and comply with the EAA-85 and DESE requirements.

Salary Information/Program Expenditures

The combined expenditures for the Department of Curriculum and Instruction in 1987-88 were $907,337. Of that amount, $886,830 was for Personal Services and $20,507 was for Expense and Equipment. University decisions in the last three years regarding faculty salaries proved very beneficial in attracting seven new faculty members.

An increase in the Expense and Equipment budget is needed to enable the Department to function effectively and to keep abreast of the public schools. An additional secretary is also badly needed for this Department which maintains intensive activity in the fall, spring, and summer terms and which has all of the communications and paperwork associated with major undergraduate and graduate programs.

Dean's Recommendations

Although the Secondary Education programs are administratively housed in the Department of Curriculum and Instruction, a large number of the program requirements and course offerings are met through cooperative efforts involving many departments within the other colleges on campus. These synergistic endeavors are positive. It is recommended that this synergism be cultivated and fine tuned for continuing productive relationships among the departments.

Rapidly increasing enrollments were noted over the recent past. Those increases in teaching loads coupled with increasing advisement loads, increasing service and scholarly activity obligations, increasing internship supervision requirements, increases imposed by EEA-85, DESE and NCATE, and even more masters degree students expected as a result of the recently implemented new certification requirements all necessitate the recommendation of three new faculty positions for Secondary Education. (Two of these three positions may be funded from a special state appropriation recommended by DESE to comply with the Proposed New Teacher Follow-up Activities).

It is recommended that the faculty offices space problem be addressed very soon--hopefully by a pending special state appropriation request or from internal CMSU allocations.

This department has launched a well organized, strategic planning model which is comprehensive and commendable. It is recommended that the commitment to this process be encouraged and continued.

The department has been very successful in sponsored research activities within the last two years. It is recommended that means be found to recognize and encourage this very commendable activity by making load credit accommodations so this production will be recognized, rewarded and continue to expand.

EVALUATION OF GRADUATES
FOLLOW-UP SURVEY
1987-88

DEPARTMENT OF
CURRICULUM and INSTRUCTION

Shela Snyder
Max McCulloch

College of Education and Human Services

April 1988

APPENDIX E

OBS	SSNO	NAME	HSPCTL	ACT	TRANSFER	MJRCODE1	MJRCODE2	MNRCODE	DGRCDE	RANK	FRSTTERM	LASTTERM	PRGBCDE	JGRADPA
145			081	16	2	720	000	000	41	1	872	874	01	2.44
146			020	23	2	720	000	000	41	2	862	864	01	2.43
147					2	734	000	000	41	2	852	872	01	2.05
148					1	720	000	000	41	2	842	842	01	2.14
149			021	25	2	383	000	000	41	1	851	851	01	3.00
150			055	20	2	720	000	774	41	4	852	862	01	2.69
151			027	17	2	720	000	000	41	4	844	874	01	2.81
152					1	720	000	000	41	4	844	854	01	2.48
153					3	509			61	6	844	854	01	0.00
154			086	15	2	440	000	000	45	2	874	874	01	2.90
155			010	16	2	720	000	000	41	3	854	874	06	2.14
156			097	23	1	525	000	000	41	2	874	874	01	2.30
157					4	441			61	6	844	844		3.18
158					4	415	***	***	51	5	844	861	01	2.64
159					3	000	000	000	51	5	852	862	01	4.00
160			014	16	2	744	000	000	41	1	852	854	04	0.92
161					1	527	511	000	41	4	842	854	01	3.10
162					4	527	000	000	51	5	861	881	01	3.90
163			052	19	2	362	000	000	41	1	842	844	01	2.33
164					4	784			51	5	881	881	01	3.25
165					2	720	999	999	51	5	861	881	01	0.00
166				10	1	784	000	000	41	2	844	844	01	3.10
167					2	501	000	000	41	7	844	844	01	2.94
168			088	20	2	720	000	723	41	2	872	874	01	4.00
169			059	14	2	784	000	000	41	2	864	872	04	1.54
170					1	720	000	000	41	4	842	864	01	2.58
171			096	16	2	720	000	723	41	4	842	862	01	2.78
172			077	06	2	722	000	000	41	1	842	844	04	1.68
173			046	10	1	720	000	000	41	4	842	881	01	2.22
174			027	19	4	761	000	000	51	5	841	881	01	0.00
175					1	459	000	000	41	1	871	872	01	2.10
176					4	720			61	6	841	872	01	2.85
177					4	720			51	5	871	871	01	0.00
178			025	15	2	720	000	000	41	1	862	862	02	0.00
179				14	1	720	000	000	41	4	871	874	01	2.60
180			022		1	171	000	000	41	3	862	862	05	2.04
181					1	524	000	000	41	1	874	881	01	3.00
182				26	1	000	000	000	00	7	874	874	01	3.41
183					2	380	000		51	5	862	862	01	2.50
184					2	720	000	999	51	5	854	862	01	3.29
185			043		2	784	000		51	5	841	871	01	2.42
186					4	720			51	5	841	851	01	2.45
187					2	734			61	5	861	881	01	2.58
188					3	132			51	5	871	881	01	0.00
189			079	19	2	720	722	000	41	4	852	881	01	2.69
190				15	1	784	000	000	41	3	881	881	06	2.06
191			090	18	2	375	000	000	41	4	844	874	01	3.13
192					1	311	000	000	41	3	864	864	01	3.40

APPENDIX F

COLLEGE BASE

COLLEGE BASIC ACADEMIC SUBJECTS EXAMINATION

STUDENT SCORE REPORT

Name:
Federal I.D. No.:
Test Date: DECEMBER 1988
Test Booklet Code: 00
Location/FICE No.: 002454/Central Missouri State Univ.

UNIVERSITY OF MISSOURI-COLUMBIA
CENTER FOR EDUCATIONAL ASSESSMENT
403 S. SIXTH ST.
COLUMBIA, MO 65211

Scores on *College BASE* are presented in two dimensions of achievement: four Subject scores (English, mathematics, science, and social studies) and three Competency scores (interpretive, strategic, and adaptive reasoning). Subject scores show your familiarity with traditional subject matter. For diagnostic purposes, the Subject scores are divided into levels that become increasingly more specific: from Subjects to Clusters to Skills. Subject scores, and the associated Cluster scores, are reported on a scale ranging from 40 to 560, with an average being 300. Skill scores are reported as High, Medium, or Low. Competency scores show your capability in cognitive processing skills as they apply to all subjects, regardless of particular content. These scores are reported as High, Medium, or Low. Your Composite score, representing your overall performance on the examination, is reported on the same 40-to-560 scale as the Subject scores. Please refer to your *Student Score Report: Interpretive Guide* for more complete information.

SUBJECT SCORES

ENGLISH	262
READING & LITERATURE	275
• reading critically	HIGH
• reading analytically	MED
• understanding literature	LOW
WRITING	272
• writing as a process	LOW
• conventions of written English	MED
• writing sample	MED

MATHEMATICS	421
GENERAL MATHEMATICS	408
• practical applications	HIGH
• properties and notations	HIGH
• using statistics	HIGH
ALGEBRA	379
• evaluating expressions	HIGH
• equations and inequalities	HIGH
GEOMETRY	371
• 2- & 3-dimensional figures	MED
• geometrical calculations	MED

SCIENCE	253
LABORATORY & FIELD WORK	287
• observation/ experimental design	MED
• laboratory/field techniques	MED
• interpreting results	MED
FUNDAMENTAL CONCEPTS	230
• life sciences	MED
• physical sciences	LOW

SOCIAL STUDIES	202
HISTORY	228
• significance of world events	MED
• significance of U.S. events	LOW
SOCIAL SCIENCES	202
• geography	LOW
• political/economic structures	MED
• social science procedures	MED

COMPETENCY SCORES

INTERPRETIVE REASONING	HIGH
STRATEGIC REASONING	MED
ADAPTIVE REASONING	MED

COMPOSITE SCORE

285

This score represents your overall performance on the examination.

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) - (1) basic programs in physical education, (2) advanced programs in physical education, and (3) basic programs in health education.

American Library Association (ALA) - initial programs for the school library media specialist.

Association for Educational Communications and Technology (AECT) - (1) the incorporation of media and technology in basic teacher education programs, (2) basic programs in educational communications and information technologies, and (3) advanced programs in educational communications and information technologies.

Council for Exceptional Children (CEC) - (1) basic and (2) advanced programs in special education.

International Reading Association (IRA) - (1) basic programs in elementary/early childhood education and (2) advanced programs in reading education.

International Technology Education Association/Council on Technology Teacher Education (ITEA/CTTE) - basic programs in technology education.

National Association for the Education of Young Children (NAEYC) - (1) basic and (2) advanced programs in early childhood education.

National Association of School Psychologists (NASP) - (1) master's/post-master's/specialist and (2) doctoral programs in school psychology.

National Council for the Social Studies (NCSS) - basic programs for teacher candidates in (1) junior high/middle schools and (2) secondary schools.

National Council of Teachers of English (NCTE) - basic programs for teacher candidates in middle school/junior high and senior high English language arts.

National Council of Teachers of Mathematics (NCTM) - basic programs for teacher candidates in (1) departmentalized primary mathematics, (2) departmentalized upper elementary/middle school mathematics, (3) junior high school mathematics, and (4) senior high mathematics.

National Science Teachers Association (NSTA) - basic programs for teacher candidates in (1) departmentalized elementary science, (2) junior high science, (3) biology, (4) chemistry, (5) earth and space sciences, (6) general science, (7) physical science, and (8) physics.

AAHPERD
1900 Association Drive
Reston, VA 22091
(703) 476-3400

ALA
50 East Huron Street
Chicago, IL 60611
(312) 944-6780

AECT
1126 16th Street, NW
Washington, DC 20036
(202) 466-4780

CEC
1920 Association Drive
Reston, VA 22091
(703) 620-3660

IRA
800 Barksdale
P.O. Box 8139
Newark, DE 19711
(302) 731-1600

ITEA/CTTE
1914 Association Drive
Reston, VA 22091-1502
(703) 860-2100

NAEYC
1834 Connecticut Avenue, NW
Washington, DC 20009
(202) 232-8777

NASP
1511 K Street, NW
Washington, DC 20005
(202) 638-4750

NCSS
3501 Newark Avenue, NW
Washington, DC 20016
(202) 966-7840

NCTE
1111 Kenyon Road
Urbana, IL 61801
(217) 328-3870

NCTM
1906 Association Drive
Reston, VA 22091
(703) 620-9840

NSTA
1742 Connecticut Avenue, NW
Washington, DC 20009
(202) 328-5810

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